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matter is simple and natural, and appeals to one's sense of the eternal fitness of things. The supplementary lessons in Book II give valuable practice in the correct use of words commonly misused and there are many exercises to aid in acquiring a good vocabulary.

No class of pupils can be guided through these two books without acquiring a good degree of fluency in the use of English, and a habit of discriminating observation. These books are an excellent preparation for the training in thinking afforded by the study of formal English grammar.

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History for Graded and District Schools. By ELLWOOD WADSWORTH KEMP.
Boston: Ginn & Co. Pp. 537. \$1.

THE subject of general history is presented to children in a comprehensive manner in this book of 537 pages. Beginning with the primitive Aryan and running through the general racial movement, the story ends with the development of the United States on the American continent.

The work is divided into eight grade periods, the primary outlines being suggestions for the teacher. The style is pleasant, and the young reader is led through Egypt, Israel, Greece, Rome, and modern Europe by easy stages. The full swing of action running through the stories of the ancient nations will catch and hold the attention of any child of elementary-school age.

Commencing with the fifth grade, the pupil is given a course in the causes that have produced modern civilization. Among the causes enumerated, one, the Reformation, leads the author into an exhaustive discussion of the religious questions of the sixteenth and seventeenth centuries, as well as into an analysis of the monastic life of all the Christian ages. It is an open question as to whether any child of the fifth grade is prepared to understand or to feel an interest in the merits of the Lutheran contest with papal authority in the sixteenth century, when told in detail. While the wisdom of a discussion of this and kindred subjects in a class of high-school or college students, alive to the side influences of home training, may be granted, the passivity and helplessness of the child of eleven or twelve years should shield him from the religious bias of the teacher.

The subject, Teutonic self-government, is an abstraction to a pupil of the sixth grade. Charters, bills, and petitions do not appeal to his desire for action. The movement of the early grades is lacking in the latter part, while generalizations and deductions are supplied.

The history work of the elementary school should give the child the story of man, and lead him to make his own deductions in the fulness of more mature development.

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